

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. IX.

ST. LOUIS, JULY, 1876.

No. 7.

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# AMERICAN JOURNAL OF EDUCATION

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## A PRESSING NEED.

ONE of the most pressing demands of our State is educated labor. The most vigorous brawn of manhood cannot accomplish half as much as a moderate physical muscularity directed and controlled by a mind accustomed to thought, reflection and study. The appliances to mitigate the irksomeness and wear of toil are the inventions of those who study the philosophy of nature and the application of scientific truth. The farmer should know the accustomed changes of atmospheric condition and the character of his soils, that he may apply the agencies necessary to the highest capabilities of production. The blacksmith requires a familiarity with science to teach him the character of the metals he handles. The carpenter and builder should understand the arithmetical rules of construction, that their work should combine beauty, symmetry and strength. In fact there is no department of labor but requires intelligent skill and educated judgment. The office and function of public schools is to supply these requisites and train the masses to those modes of thought that can readily reduce theory to the test of practice. This is one important reason, among a thousand others, why public schools should be maintained.

OUR advertisements are all of them worth reading, and when you write say where you saw the articles advertised.



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## Inter-National Educational Convention.

TWO informal preliminary International Educational Conferences have just been held at Philadelphia; the first on the 17th inst., and the second June 20th, when it was unanimously voted:

First, To hold an Inter-national Educational Conference.

Second, To have its first session in connection with the meetings of the National Educational Association at Baltimore.

Third, To hold the remaining sessions at Philadelphia, where most of the foreign gentlemen especially interested in education, and now in the country, are closely confined by their official duties in connection with the exhibition.

Fourth, To hold informal conferences every Tuesday and Friday afternoon at 4 o'clock in the parlors of the Pennsylvania Educational Department.

THE prospects for the Centennial National Institute are all that can be desired. Prof. Beard has secured an able corps of lecturers and instructors, and we do not see how any one can afford to miss the world of instruction offered by the combined attractions of the Centennial Exhibition and the Centennial National Institute.

KEEP it before the people that public schools are worth more to the people than politics, yet the latter receives ten times as much attention as the former. Why?

At the request of a number of friends interested in building school houses, we republish in this issue, a page from the May number of the JOURNAL. Our edition for May was exhausted some time ago.

The desire and design of school officers to build more comfortable and convenient school houses, is one of the most hopeful signs of the times.

DON'T fail to be on hand at the Teachers' Institute.

Have a pencil and paper ready, and take notes of the new and successful methods in teaching. Write down, too, the suggestions given by the instructors, teachers, and lecturers.

Some of the facts and arguments given have cost weeks of effort to collect and arrange, and when you have written them out they will be impressed more strongly upon your mind.

MANY teachers write us complaining that they have not been paid the wages they have earned, and so cannot go to Philadelphia. This is all wrong. Contracts should specify not only the amount teachers are to be paid, but that the money should be paid at least once a month. Teachers owe it to themselves to keep their credit good, and to pay all bills promptly. They cannot do this unless they are paid monthly.

THE people want their children educated. Ignorance and poverty and crime go hand in hand.

Parents desire their children to have a fair chance, and the only way to secure this is to give them a good practical common school education, and no class or party can succeed that ignores or hinders this first and fundamental right of American citizenship.

THE School Board of Atchison, Kansas, are to be congratulated in securing so able and efficient a man as Prof. I. C. Scott, as Superintendent of their schools. He will add strength and popularity to the system of public schools throughout the State of Kansas, as he has done in Illinois, where he has been teaching for some time past.

## VINDICATING THEMSELVES.

A. B. WEAVER, State Superintendent of New York, says:—"Our normal schools have been in operation long enough to vindicate themselves. The beneficial influence they have already exerted upon the public schools, through the teachers they have instructed and sent out, has made them a correlative part of an improved system of education. The opposition they have encountered has strengthened them. The pretensions of other schools, that assumed to be their rivals, have invited comparison that has shown the normal schools to be superior to all others in the work for which they are designed. Public confidence in them is established, and they are now generally recognized as the centres of new hope and the sources of new strength for the cause of education, except by those whose interests in private institutions prompt to continued opposition."

The Boston School Board, in their report for 1874, say:

"Every State in our Union that has an efficient system of free schools, has its normal schools. Every European country that educates the masses, has its normal schools. And it is believed that every State Superintendent of public schools, as well as nearly every prominent teacher in this country, is a warm advocate of normal schools for the training of teachers."

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SEND 15 cents if you want to see sample copies of this journal.

## PRIMARY ARITHMETIC.

BY L. F. SOLDAN.

6. In arithmetic we teach processes, and consider the special numbers on which the process is taught next to valueless. The process must be set forth as clearly as possible. It is in itself inexplicable and difficult to the pupil at the beginning, and this difficulty must not be enhanced by adding any ornamental difficulty in the way of long numbers, which make the pupil feel dull, as something which he cannot conceive. An easy process can be made bewildering and confusing by adding a few ornamental millions to each of the factors. In 6 million times 1 billion and in  $6 \times 1$  the process is the same, but the latter seems to be the better way of teaching the process to a child. So each new process ought not only to be taught, but also the knowledge converted into rapid skill by the use of small numbers, which the pupil's memory and thinking can handle with ease. This may be followed by practice on larger numbers to a limited extent. This may show in what relation the two parts of arithmetic stand to each other. All arithmetic ought to be intellectual, that with larger numbers requiring the aid of writing and following oral arithmetic, by which the principal part of the work must be done.

7. As arithmetic is to guide the pupil to higher forms of thought by giving him skill and practice in generalization and abstraction, the scholar must be led to find the rule from perceptive illustrations or practice. This is also required by the principle of self-activity, that the pupil should do as much of the work himself as his powers will allow him to do. After the pupil has found the rule, the text-book may do valuable service as a means of correcting and fixing the form of expression.

8. Life demands that the pupil should be enabled to solve new problems readily; so it is hardly advantageous to oblige him to commit to memory whole examples with their solutions and proofs. Such practice takes easily the semblance of astonishing skill and readiness; but it is however not productive, but merely reproductive at the very best. It is very doubtful whether it promotes the object of arithmetic: ability in the solution of new problems.

9. As the process and not the example is to be learned, it is not only permissible but advisable to have the same example solved by different processes. Occasional exercises of this kind stimulate the ingenuity and inventive power.

It is important to have a text-book

in teaching arithmetic, because it saves time by giving examples for practice, and by suggesting a definite arrangement of the subject matter. But it is an abuse of the text-book if it is to take the place of the teacher. The teacher must prepare the way for the text-book by teaching the subject in an illustrative manner, and after the scholar understands the operation he may use the text-book for practice. The common fault of many elementary text-books is that by far too many problems are clothed in large numbers. In the primary grades a text-book may be dispensed with, as it does more harm than good if the teacher uses it to teach arithmetic altogether by means of the memory. Although the training of the memory is very important, it is nevertheless true that arithmetic taught on that basis does not lead to culture.

10. Memory is the handmaid of conception, and culture of the memory is not without influence on its sister faculty. In practice with very simple problems the pupils are to be trained in remembering small numbers without being allowed to write them down or to have their intellectual arithmetic open before them. This kind of memory for numbers is important in arithmetic, and assists in other studies.

11. The attention of little children must be handled carefully, the thread which binds their mind to the subject presented is very thin, and snaps readily. When their attention is to be fixed upon quantitative relation keep out definition and classification of processes that are new to the child, and hence make the task harder instead of easier. When the child has mastered the first difficulty, and seized the mathematical idea, it will be time to acquaint it with the technical terms, for which it then finds the explanatory concepts in its mind.

12. Elementary qualitative truths are the result of abstraction. Any mistake may be corrected, any difficulty may be overcome, when they arise in the lower grade, by going back to the fact in perception from which the truth was inferred. Correct mistakes by showing objects. Don't merely demonstrate that some answer is wrong, but show and prove that it is so.

13. In choosing the subject matter for instruction, select such things as are of lasting importance. Teach for life, not merely for the school. Numerical relations which the pupil can use immediately are to be employed. Thus in teaching the numbers from 10 to 20, the numbers 12, 15, 18, are to be carefully taught with such denomination as will show their frequent occurrence.

14. Each higher number contains in it the lower ones. Hence the knowledge of higher numbers presupposes a knowledge of all those included in them. While in other studies some facts may be omitted or neglected without impairing future progress, such omission is fatal in arithmetic. This shows the necessity of thorough work. No new process to be begun before pupils know all about the old process. Knowledge is not enough, they ought to have acquired considerable skill and rapidity before being allowed to pass over to a new relation. Besides the mere practical skill, the pupil must be able to explain the why and wherefore of each process; as moral education must lead the pupil to be conscious of his action, without which the idea of responsibility will never arise.

15. Make use of many kinds of illustrations, but have one specially easy way of illustrating, which you emphasize and use at the beginning of any new number or process, so that the pupils will learn how to use this particular illustration when they study a lesson. This will promote independence.

16. Each step ought to be taught for its own sake, but also with a view to prepare for the work of the next step; nor must the teacher neglect to connect the new knowledge with previous information. Teachers ought to make themselves familiar with what the pupils will study in the next grade, and see that their instruction prepares them well for their future work.

In conclusion allow me to add a few rules which an educator of the highest reputation (Diesterweg) gives to those who wish to know how arithmetic ought not to be taught:

1. Separate altogether intellectual from practical and theoretical arithmetic, and let there be no connection between them whatever. If intellectual arithmetic deals with one kind of problems, let practical arithmetic take up something entirely heterogeneous. Otherwise they might assist each other.

2. In teaching the theory of arithmetic avoid appealing to the perceptive powers of the mind, but deal in abstractions. Do not use expressions which everybody might understand, but use such language as the child is unfamiliar with. Spend most of your time on what is of no earthly practical use.

3. In intellectual arithmetic you must prevent the children from finding the result by independent reasoning or analysis, or in their own way. Let intellectual arithmetic be a cyphering with figures at any rate. If

your scholars divide a number in intellectual arithmetic, let them write the divisor and dividend in the air, as it were, and find the result by imaginary writing.

4. To give the appearance as if your recitations in intellectual arithmetic were accompanied by immense success, drill on certain mechanical tricks and devices that will startle an audience.

5. In practical arithmetic each child must be supplied with a text-book, so that it becomes able to solve examples that have never been explained. We, the teachers, have the key in our hands and the recitation is spent in examining the result and comparing it with our book. All we have to do is to say *right* or *wrong*, and then the pupil may see how he can get through with the problem. This is what we call to lead to independence. Let them seek and they will find.

6. One of the most efficient means of stopping all progress lies in the selection of problems. Above all things select very large numbers, of which little children cannot form any image, and applied examples which deal with names and qualities that are entirely unfamiliar to the pupils.

Whoever observes these rules will not find it difficult to teach arithmetic, without any success.

## SOMETHING ABOUT EDUCATION.

BY S. LABSAP.

*Boys Reading Newspapers—Home Conversation—Praise and Punishment.*

"The best is just good enough for our children."—Goethe.

A WELL-KNOWN American author makes the following justified remark: "A friend of mine has just returned from Prussia. He saw fruit trees along the highway, and remarked to a bystander that in this country they could not be kept, that they would be stripped in a night." "Why," said the bystander, "have you no schools in your country?"

As it can hardly be doubted that this remark is justified, I have ventured in the following to inquire into the cause of this want of morals, of this want of respect towards parents and age, and how far it is the fault of the school and of parents.

In the majority of even the better class of families the children already (from nine years on) are not only permitted to read the daily newspapers, but are even told to do so (not to say anything of those journals, which are said to be written expressly for them, although even their columns are filled to a large extent with real Shinderhannes stories). And what do they read in those papers? Read they the editorials, dispatches, lectures or other scientific reports and articles? No, what they read is the *chronique scandaleuse* in all its minutest details;

how this wholesale murderer escapes, how B. is hung, how many times he spits, and all the single crimes he commits before he ends his miserable life on the scaffold, as if every one of them would outshine the glory of Leonidas with his three hundred at the celebrated narrow pass of Thermopylae.

They read it with all the eagerness and fondness of youth for sensation, worthy of a better cause; and the way they read it, they talk about it, converse upon it as freely, as if it belonged to their natural sphere; it does not make them shudder, no, it is rather likely to excite their admiration, at least in some instances.

Now I do not intend to say anything here against the press, for the press is "the voice of the people," and as such sacred to me, but I merely mean to show that *Quod licet bovi non licet bovi*, or, in other words, "What is food to the one is but poison to the other."

To point out to what all this leads and naturally must lead, would only be "to paint the lily or to gild refined gold."

Habit is man's second nature and practice and habit make the man more than anything else. In his "Decline and Fall of the Roman Empire" Gibbon remarks that the Romans in their language borrowed the name of an army from the word which signifies exercise.

Now, as it is in the body, so it is in the mind.

Some thousand years ago three or four tribes lived for a long time in perpetual war. The reason simply was that each of them claimed its language was the first. Now as each of them possessed an equally high degree of false ambition and stubbornness, God knows what end this would have taken, and I even doubt whether it would have ended at all, if to the great luck of these people, and of course their posterity, they would not have followed the advice of a very, very wise man, that lived among them. (I would say, honor to his name, if history would have been so grateful as to preserve it.)

Well, they took a new-born child and gave it into the custody of a man, who, under the penalty of death, was forbidden to speak one word to the poor child. The latter was not to hear any human voice at all.

To fulfill the natural functions of its unhappy mother they appointed a goat. Everything was done to the letter according to the advice of the before-mentioned sage.

Whatever word or sound the child was to utter, it should be seen in which of the different languages this word or sound existed, and that language they would agree to call the first.

Now, what word or sound did the child utter, or rather what could the poor child utter? Did it cry *mah*, or *pa*, or *yes*, or *no*, (or words meaning the same in the language of its parents?) No, I see you have guessed it already, it cried *mah* and *mah*,

and nothing but *mah*, trying to imitate with its weak little voice its adopted mother, as well and as loud as it only could.

The very, very wise man found a word in the language of one of the three or four nations which had some similarity with the sound uttered by the child, and which he said was derived from it; (tracing it back some hundred years or more).

This was deemed proof enough. The lucky nation triumphed over the others and its language was recognized the first. Whether they enjoyed their innocent victory for a long time or not, history does not say.

Now suppose the goat (or somebody else) should have cried perpetually, *murder*, instead of *mah*, *mah*? What would the child have uttered, or at least endeavored to utter?

Another thing which helps to spoil the character and morals of our youth is that topics, as, for instance, the corruptness of the higher and highest State officers, are discussed freely in presence of children, and the danger lies principally in the fact that they are not spoken of as such, but rather as acts of smartness.

It is a well-known and indubitable fact that the æsthetic taste possesses great influence upon moral life. To an æsthetically educated man it will in many instances be impossible to commit a crime be it only for producing horror to him.

As long as the child gets more acquainted with the vices of mankind than with its virtues, we cannot wonder that it grows up to despise and hate mankind, to doubt all human dignity and virtue.

It is also a fact that there is much sinning against this very important law in pedagogy: "That punishment and praise are for morality what medicine is for health, that is, it is best to drop them as soon as possible."

Now some children are especially much more praised for doing only what they ought to do than is necessary, which seems to be wrong; for right is only duty and this sense of duty ought to be especially more strongly developed in boys. The boy must learn that to do well is only to do right.

"For praise too dearly loved, or warmly sought,  
Enfeebles all internal strength of thought."

#### THE SKELETON IN THE HOUSE.

IT is said that every house has one. Well, what of that? Is there anything bad about a skeleton? Sometimes; especially in case of imperfect maceration. But your naturalist would say that a good clean skeleton of either man or beast is something beautiful, and he is right.

Indeed not one of us could get on very well without a skeleton somewhere. Even the preacher, whose bones approach the surface rather closely, needs one; or the speech-maker, or the writer, or the teacher. All honor to the skeleton now and henceforth, on one condition, *id est*, that it be in the proper place and position.

Now I am a man who have seen affliction. I have not only seen but touched a skeleton, and that not once nor twice; and I am impressed that it is my duty to warn the unsuspecting and unwary against this particular kind. There be many kinds, it is too true, but I speak of one of the many.

Weary traveler, or, it may be weary teacher who "boards round," if I have your ear, listen. Look not on yonder costly and beautiful mansion when it standeth upright, surrounded with beds of flowers, and inviting in all its outward appointments. Alas! Be not o'er confident that it contains not a skeleton for you! And what is my skeleton? Is it a myth, a creation of the fancy, one of those shadow pictures, or a reflected image of death such as the stage employs? No, would it were! Better for us all if it were only that and nothing more. But this is not one of the moving kind; aye, there's the rub, as you will see.

But let me hasten to dislodge the dreaded object, so that if possible suffering humanity may escape the contact. I will explain how I was introduced to my skeleton the other night, then, as I gain the reader's sympathy, I shall also give the desired information, and utter a needed warning. I had been traveling for a day and part of the night. I was weary and longed for rest. It is true I was to go to a private house, and to one handsome to look at. I was in due time ushered to my room. All was new and attractive. My tired eyes could hardly be kept open long enough to disrobe. Sleep was the main thing, the only thing worth the naming, or thinking of. I *did* glance at the elegant finish of the couch on which I was so soon to rest my weary self. "Tired nature's sweet restorer" would set me to rights with the world in a short time. With no little complacency I drew down the coverlids, put out the gas, and slipped in for repose, *ah me miserum!* A skeleton! The skeleton! My skeleton! Too true! alas, my bones had come in contact with other bones. My weary frame, bony enough at best, I had thrown, thoughtlessly, yet hopefully, upon ribs of wood, *id est*, slats!

And this, patient reader, was the "skeleton" of that house for me! And it touched me in the sorest spot. What I needed was sleep. Think not that I found any such comfort. Days of Procrustes, ye were welcome in comparison with the prospective night before me! Had torture been the main object the position would have been gladly accepted as such; but to have gone through all the formality of saying "good night," and that pleasantly, to my host, and then to be at the trouble of taking off one's clothes, putting out the lights, and that without having a match in the room to strike another when one feels so much like striking a man or an attitude! this were too much to bear under the circumstances.

But that skeleton! Did you forget what it was? Again I say *slats*;

bare slats! And if that is not the biggest kind of a "skeleton in a house," I know not what could constitute one. I could have gladly seen all manner of osseous forms dancing, gliding, rattling, gibbering above and around me with blue lights burning; aye, a very charnel house would have been a paradise if I had possessed just then one thing, *viz*: a bed, a bed made to sleep on, a bed worthy the name, a piece of furniture I say, calculated, fitted, adapted for seven or eight hours of repose for bones weary and muscles tired. But they put me in the wrong box, yes *box*. We have seen, when life's course had been run, our fellow beings similarly laid away, and they seemed at rest. They looked calm, peaceful; over them we sing, "*Requiescat in pace*." But for me, living, under or over such circumstances, who in the wide world shall think of praying *requiescat*?

It was a good-looking bedstead. Pray ye for those whose pallet is straw and whose abode is a hovel, but remember that those who stay in ceiled houses where perchance skeletons lurk, covered it may be with tapestries, sometimes will deserve a petition, a *requiescat* also.

Gentle reader, you and I may differ. You may be "gentle" easily, and all because a goodly amount of adipose covereth your bones. Then when you lay yourself away for a night it mattereth not so much whether between you and the remorseless slats there intervene a layer of feathers to the depth of one inch or six times that amount. But as for me I am of a different build. I am clothed upon with but a thin covering of flesh, and need a something betwixt me and Death—or which is the same thing—slats!

I have sounded thus the alarm. I might dwell long upon the theme but forbear, and will close by saying that in these days of springs—springs of innumerable kinds, that man who invites a guest to his house full of all other comforts, and shuts him up at night in a room to be thrown in close contact with a slat skeleton, himself deserves no better—pillowry.

E. N. A.

THE surroundings of the children form an essential and important element in their education, and we hope the parents and the tax-payers will sustain the school officers and teachers in their efforts not only to build neat and comfortable school buildings, but to furnish them properly and pleasantly, so that the time of the teacher and the pupil can be used to the best advantage.

EVERY conversation with company at your table is an educator of the family. Hence the intelligence, and the refinement, and the appropriate behavior of a family which is given to hospitality: Never feel that intelligent visitors can be anything but a blessing to you and yours. How few have fully gotten hold of the fact that company and conversation are no small part of education.

## Plan for Teaching the Elements of Form.

BY CONRAD DIEHL.

THIS subject is divisible into three main parts, viz.: I. Imitation; II. Analysis; III. Creation.

Note: New organic forms cannot be invented by man. We can only become thoroughly familiar with the existing forms by imitation. How true this is, can easily be seen in the inability of any but the practical student of form, to describe the general structure of an eye, a nose, or an ear, and yet, when the formation of such an organ is abnormal, every one will take notice of such abnormality. After the eye has become familiar with the external appearance of things, through close imitation of their forms we can easily be led to understand the inner conditions of their being, by analysis; and after the mind has accumulated a great store of lasting impressions, has been taught to classify, and to generalize, it becomes capable of creating by separating and combining the various elements, making the permanent features subject to our uses, and the transient states of organic nature subject to our pleasure. Thus, the wood of a tree is fashioned into a chair, a table, etc., whilst leaves, buds, flowers and fruit are carved out of it to make it an object of beauty. A chair or table in the workshop is an implement of use only, a chair in the sitting-room is a companion, and the more beautifully it is wrought, the greater becomes our attachment for it.

The imitative faculties must be developed in two ways: First, by direct copying from nature, and second, by descriptive exercises. The child entering the primary school-room, has already acquired a considerable familiarity with natural forms, and can be brought to a consciousness of this by description.

The subject forming the exercise, must be presented to the child as clearly as possible, and after the child has received a precise idea of the aim, the nearest and surest way to reach this, must be shown it by the teacher by means of words and illustration.

The unpedagogical use made of the slate and blackboard in drawing, must be justly considered as the main source of perversion, attending the practice of the most popular and approved methods. The slate-pencil, as well as the chalk, must be used on a dark surface as representatives of light, as the black pencil, and other dark materials, are used to represent the absence of light upon a light surface. The only admissible exception is the illustration of form by diagrams, i. e. plan, elevation, and sections, or processes of construction.

In order that children may receive clear ideas regarding pictorial imitation, they must be allowed the use of the same materials that are employed by experts in such practice, i. e. paper and pencil, at least once a week. (The amount expended in supplying all of the pupils of the Clay, Madison and Lafayette Schools, amply, with

blank paper for weekly exercise, during the past six months, does not exceed \$25.00.) Thus the annual expense per pupil would amount to less than ten cents.

By a rational training of the eye, such monstrous inversions as the representation of dark hair, the iris and pupil of the eye, and the deepest shadows, with the brightest white of which the chalk is capable, and by reserving the black surface of the board for expressing the white of the eye, the teeth and the highest lights, will no longer be admissible. If the blackboard should fail to enable the regular teacher to illustrate the true condition of things (which is not the case), why not introduce a white board instead?

Drawing has hitherto been considered as a special study in the primary and grammar schools, and treated as such it is not alone worthless, but it proves an impediment rather than an aid, to the general advancement of the pupil.

To limit the study of a spoken language to writing, would not be any more absurd, than is the present practice of confining the elementary study of "Form" to drawing of lines.

If it is undeniable that a geometrical definition forms as good a subject for an exercise in orthographic writing (not calligraphy) as anything else, why should not the writing of form (drawing) accompany the Natural Science lesson as well as an analysis of words? With the same amount of practice, it is not more difficult to represent the actual shape of a stem, a leaf, a petal or stamen, and their arrangement, or to make memoranda in diagram of a physical law, after such law has been illustrated, than to translate the conditions of these things into written words.

For the sculptor and painter, the geologist and botanist, the surgeon and instrument-maker, the carpenter and tailor, indeed, for mechanics as well as for scientists and artists, a thorough and practical study of "Form" is as necessary as is the attainment of a proper knowledge and use of language to the philologist, the poet, the historian, the orator, the teacher, the merchant, etc.

Instruction in "Form" comprises the following subjects:

1. Geometrical construction. (Description and imitation.) No expense to pupils.
2. Action of light, illustrated with solids. (Exercises in gradating.) No expense to pupils.
3. Color, illustrated by pigments.
4. Elements of ornamentation. (Description and imitation.)
5. Memory exercises, to test the extent to which the subject presented has been understood.
6. Object drawing from nature, to be done outside of the school-room and practiced with the aid of the perspective-apparatus in the higher grades.

## COST OF PRINTED MATTER.

For the Teacher.—1. Teacher's Manual No. I. (Geometric.) 35c.

2. Teacher's Manual No. II. (Geometric.) 75c.

3. Teacher's Manual No. III. Elements of Ornament, Color and Object Drawing.

4. Teacher's Manual No. IV. Descriptive Geometry, Isometrie and Linear Perspective.

For the Pupil.—In primary grades, slate ruled into squares.

In higher grades, ruled drawing book, 20c. Drawing book to last each pupil two years at least.

In all the grades, squared paper for weekly exercise, per annum, 10c.

For the School.—24 charts illustrating ornament, color and object, \$48. Blackboards ruled into squares.

## Natural Science in the Common Schools.

## Editors Journal:

IT is not the purpose of your correspondent to write a treatise on the importance of the study of natural science in the common schools; but it is certainly true that the study of natural science, on account of its adaptation to mental discipline and the practical knowledge thus obtained, should receive more attention than it has heretofore.

Notwithstanding the necessity of teaching the elements of natural science in the common schools, is generally conceded, there seems to be no well defined idea, on the part of a majority of teachers as to when this study shall be introduced or how it shall be taught.

Some of the hindrances in the way of successfully teaching natural science, are: a want of suitable textbooks; (many of those published are admirably adapted to higher institutions, but not at all suited to the want of the common school), a want of uniformity in the order of introducing the different branches; a lack of the necessary apparatus for illustrating principles and a want of the proper knowledge of the fundamental principles of science on the part of teachers themselves.

This fact is by no means derogatory to the teachers. On the other hand, the only wonder is, that with the facilities that most of them have enjoyed, they have succeeded as well as they have in teaching natural science.

But some theorists may say: "Dispense with your text-books. Let the teacher draw his illustrations from nature. Let him teach the elements of science by actually exhibiting the phenomena of nature to his pupils."

This is certainly a plausible theory, but it is not susceptible of practical application to our wants at the present time. The scientific knowledge of the generality of teachers is not sufficiently accurate to warrant such an attempt. If some educator will, through the columns of the JOURNAL, inform your many readers just in what order the different branches of natural science should be taught, and would make some practical suggestions to teachers in regard to the necessary apparatus, and the methods of illustration with the same, he would

perform a work which our educational interests imperatively demand.

P. H. W.

POWELL'S STATION, TENN., 1876.

## A WORD FOR THE JOURNAL.

## Editors Journal:

WILL you permit me to ask a few questions, to wit: Fellow-teacher: Do you take and read this JOURNAL OF EDUCATION? If so, you are, as you know taking one of the very best journals published in the nation; you are reading the writings of the best educators that the Republic has produced; you know precisely the condition of our school system in the past, and you know who now favor, and who oppose educating the people.

You have learned much about "Theory and Practice of Teaching," and also the necessity of school organization and of attending teachers' institutes. You have gained much information from Hon. R. D. Shannon's series of articles pertaining to "Education by the State," and we venture to say that you have been both instructed and delighted with them all. You know that you are better informed on all matters in regard to organizing schools and in teaching than you were previous to the time you subscribed to this journal. And still more, you know that you have realized at least tenfold the value of your money. If you have studied the JOURNAL, you have found it of great service in the school-room and outside your schools. Of course you are ready and willing to confess that it is worth ten times more than it has cost you.

If you are not taking this journal now is the time to subscribe, for you have already lost a series of invaluable papers on "Education by the State." You have missed, too, a number of excellent lectures and other valuable articles of a practical character which have appeared in these columns. It is high time that you were getting out of the old ruts. Don't delay longer to subscribe for and read and circulate a copy. If you wish to be a successful teacher you must keep up with the times. You must read, study, think, act, consult with the best teachers, do and dare. The age demands cultured, wide awake, energetic teachers. The drones are gradually dropping out of the profession, and their places will be filled by more intelligent, earnest and persistent workers. Try to honor your profession by being the equal of persons in other professions and do not degrade it by lack of intelligence. See to it, that you put the very best work into your school.

Again we ask you to subscribe for and read and circulate this journal. It will make you a thousand fold more useful, wiser and happier. My word for it.

E. M. WRIGHT.

EAST TENNESSEE, 1876.

ALL matter for this journal must be in our hands by the 15th of the month previous to publication.



### Look on This Picture!

The "Old School House," desolate, unattractive, leaky, the doors off the hinges, greased paper over the cracks in the logs for windows, and the traditional "Old Slab Puncheon Seat," the legs, as you see, sticking up through a couple of inches—rough—squeaky! What a place in which to confine and educate *your child*. It reminds one of Whittier's graphic description of the school house of his early days:

"Within the master's desk is seen,  
Deep scarred with raps official;  
The warping floor, the battered seats,  
The jack-knife's carved initial," etc.

Years ago Horace Mann declared that there was "no other class of buildings erected either for temporary or permanent residence of our population, so inconvenient, so uncomfortable, so dangerous to health by their construction within, or so ungainly and repulsive in their appearance without." Not jails, or poor-houses, blacksmith shops, saw mills, or barns were so unworthy a civilized community, as the buildings in which the future growth and life of the nation was moulded.

There is no other class of buildings within our limits, and never will be, erected either for temporary or permanent use of either native or foreign population, upon which more thought and care and earnest effort should be spent, than upon those in which our children are to be educated.

The people begin to realize the fact that the surroundings of the children form an essential and important element in their education, and we hope the parents and the tax-payers will sustain the school officers and teachers in their efforts not only to build neat and comfortable school buildings, but to furnish them properly and pleasantly, so that the time of the teacher and the pupil can be used to the best advantage.

In the building and furnishing of a school house, the expense is distributed over the property of the whole district, so that it comes to be a very small item for each individual—hence the *best*, which experience and science demands, should be secured.

Let us then see to it that in erecting a school house it be made *healthful*, cheerful and attractive, fill the yard with shade trees, and the house with blackboards, maps, globes, charts, and desks, which aid the pupils to learn, and which contribute directly to their health and comfort.

Another point should be remembered, and that is that money will be saved, even in building a small school house, by employing some good architect, who will see that contractors do the work according to the plans and specifications.

Before much can be done towards training or educating the children, the teachers must have a place to teach, and have it furnished with proper desks and seats.

At the request of a number of school officers and teachers we republish the following report on locating and building a school house, made by a committee to the State Teachers' Association:

Your committee deem the location and building of a school house of so much importance that there should never be a mistake in the selection of the one or the construction and furnishing of the other. We therefore suggest the following to school boards, and all others interested:

1. A house of minimum size should never be less than 24x32, and better still, 28x40; the height should be from 12 to 16 feet. It should contain in addition to the school room proper, a clothes room for boys and a separate one for the girls.

2. Each room should have windows on at least two sides, and always so constructed that they can be let down from the top.

3. The doors of the school room should never open directly to the weather, but always into a hall or lobby.

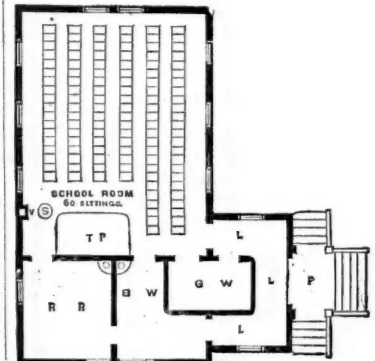


### And Then on This.

#### A MODERN SCHOOL HOUSE.

The above cut represents a modern built house, which will be an ornament to any neighborhood, and it can be erected and furnished for from \$1,200 to \$1,500.

The following is the ground plan and its explanation:



T P—Teacher's Platform.

V—Ventilation Register.

R R—Recitation Room.

B W—Boys' Wardrobe.

G W—Girls' Wardrobe.

L L—Lobby or Hall.

P—Porch.

4. Ventilating flues should be considered as much a necessity as smoke flues.

5. If the building is to be heated with stoves, there is little use for a cellar.

6. Hard-finish blackboards, from three to four feet wide, should be put upon the walls wherever there is room for them. Holbrook's Liquid Slating has been *thoroughly tested for years*, and is the *best* in use for this purpose.

7. The windows should have inside or outside blinds.

8. Two or more adjacent rooms may be separated by sliding partitions, so that they can be used together as one room when occasion requires.

9. A house containing from one to three rooms, should be but one story high; for four, six, or eight rooms, the house should be but two stories in height; for a larger number, a three story building is the simplest and cheapest structure.

10. Every school designed for both sexes, no matter whether it be large or small, should have separate playgrounds, out-buildings, stairways, clothes rooms, etc., but both sexes may properly come to the same room for study and recitation.

**STRONG WORDS.**—A valued correspondent at Bowling Green, Kentucky, writes us that: "The common schools of Kentucky, under the leadership and inspiration of State Superintendent Henderson, are making a most admirable impression all over the State. There are, however, some facts which ought not to be overlooked, and must not be ignored. Less than *one-fourth* of the 500,000 children of school age are in attendance.

Public men in responsible positions seem to forget that *crime* and *pauperism*, and increased *taxation* must inevitably be the result of this non-attendance."

We stop all papers when the time for which they have been paid expires.

ENCLOSE stamps to answer inquiries. We put less than a peck of *postal cards* into our waste basket every day, simply because we cannot afford to look up information and write it, and pay postage for the privilege.

SEND us items of the progress of your schools, and we shall be glad to publish them. There is a vast amount being done in all the States, and yet there is room for more.

TEACHERS are in danger of giving too much assistance to pupils in preparing their lessons.



J. B. MERWIN ..... EDITOR.

ST. LOUIS, JULY, 1876.

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## THE WAY TO WEALTH.

THE annual reports of President Eliot of Harvard College, are invaluable for the reasons, to specify no more, viz: first, as official documents, embodying the results of former plans and the sketch of new enterprises; second, as clear illustrations of the relations which, as he and his fellow-thinkers conceive, subsist between colleges and the lower institutions of learning. To these reports we would pointedly call the attention of our most mature thinkers in the West and Southwest. This we say, without here indicating praise or dispraise, even in the most general way, and still more, without pointing out any limits or bounds wherein we agree or disagree with his estimate of the functions and due extent of the public school system. But, we may add, in a word, if he and his class of thinkers are right as to public schools the vast majority of the States and of public school advocates have much to unlearn and quite as much or more to undo.

Our immediate concern, however, is with a subject on which all college presidents and officials are, or should be, in harmony with the millions who "eat their bread in the sweat of their brow," viz: the subject of practical education, which is often handled in a very vague way, with narrow mind, with scanty knowledge, and with more scanty wisdom.

Life is the great problem. All education ought to prepare its recipients for life, to achieve success, to do good, and to enjoy happiness, for these are among the "inalienable rights" of "all men, created free and equal."

Gen. Dearborn, as cited by Fredeley, in his "Practical Treatise on Business," investigated some ponderous bank ledgers of old banks in Boston, and inquired the fate or fortune of the many men whose names constituted the ledger headings as depositors, as borrowers, or customers other-

wise. Only three out of every hundred had made a complete success; ninety-seven out of each hundred men, and that in staid old Boston, and in the good old times, had failed once, or failed twice, or assigned, or otherwise fallen from the bright career of unbroken prosperity. Reader, you will do well to consult the work for other details. Three out of a hundred! What a dreadful mortality bill that would be! Ninety-seven per cent killed, wounded, taken prisoners or missing, out of every company of a hundred soldiers!

Rayages here, worse than were ever wrought by plague, pestilence, famine or war. Why? Why?

Nature is to blame, partly, and, in part, culture. The miser is at one end of the line, the spendthrift at the other, and a thousand grades of acquisitiveness or loose-fistedness, all the way between, from front to rear, as Dickens portrays in Fagin and Micawber, in Montague and Murdle, in Dombey and Dorrit.

Take boys and girls as they run. Educate them as usual. One routine for a school; so many days, so many pages. Examine them semi-annually. Promote some; turn back the rest. Then start the mill, and grind along six months more. Stop the wheels; bolt, sift, sort, barrel, ship and brand "A No. 1," or certificate. Happy Mr. Gradgrind! (Thank God for Dickens).

Society calls for money makers, not paupers—millionaires not needed very freely, but money makers, able to provide for themselves and their own the requisite necessities and comforts of modern life.

Society, i. e., government, law, religion, literature, art—in a word, all that society is the sole means to achieve—turns to college and says, in these days, with irresistible emphasis—"Train up my children to achieve success in real life." The college hears and obeys, and all the way down to the primary class. The people's call and demand is, "Educate our children to take good care of themselves as efficient helpers and burden bearers, or rigid economists, and, therefore to become at last, prosperous citizens. Teach them the ends of life—usefulness and virtue. Teach them the means of such a life—economy and industry—the means that will surely in general build up, little by little, a property. Prevent beggary, poverty, dependence, shiftlessness. Furnish us not consumers but producers, who have skillful hand and wise brain. Down with those cloisters that breed mere dreamers, worthless idealists, who eat more in a week than they earn in a month; who theorize like philosophers, but act like fools; who build nothing available for any real need of mankind, and repair nothing, but rather dilapidate the work of others.

Property, its relations to business, to any peaceful and fruitful marriage, to all advances of the arts, and all applications of science—property, which is the vital air of social organ-

ization, and the life-blood of human existence in all physical relations—is a subject which schools and colleges have shamefully failed, nay, avoided usually, to explain and present to their students as an indispensable means of temporal welfare. It has been to their shame, and their own heavy damage. Especially so, if as Dr. Franklin said, "The way to wealth is as plain as the way to mill," and he exemplified it. The way to wealth, or even to modest competence, as all the world knows, is not the way of geniuses, book-worms and dusty lore.

Property, not by an absolute ownership, but by the stewardship which Providence appoints, in whatever form it be invested, should be explained, repeated, commended in all suitable ways to children. Property is to be held up before their eyes as a very sure test of certain endowments and operations. How to make one talent grow to two or to five or to ten talents; how to make "two blades of grass grow where only one blade grew before"; how to make the most of what you have, be it talent, be it money, be it bodily strength, be it mechanical skill, be it mere pluck that never fails to create good luck or to increase; how to receive disaster, and rally heroically after defeat, like Gaspard de Coligni and Hannibal; how to use your wits in emergencies, to be handy, and see a chance where others see only darkness. Such are some of the aspects of character. Character is more important than scholarship or wealth.

## INFORMATION WANTED.

WE sometimes think that there is nothing more supremely ridiculous than the lists of inquiries that are made of any editor who unwarily encourages such questions. It seems to be a belief in the minds of many people that because a man is an editor, he must be also lawyer, physician, farmer, mechanic, and good cook. From the man who signs himself "Guardian," and who inquires "What treatment would be best for a girl of ten years who had pneumonia three years ago, and who now often complains of a pain in her lungs," to the economical "Laura," who asks how she shall clean a black silk apron so as to make it have its original gloss; from "Mary," who wants a recipe for making light dumplings, to "John," who wants to know how best to manage a balky horse; from "Lucy," who desires a course of historical reading prescribed, to the farmer who is in want of information about potato bugs, there is absolutely no subject or branch of a subject on which these people do not suppose that the editor has an answer ready prepared.

We fancy that in their minds we must figure as a wise looking personage elevated on a revolving pedestal, and dictating with no hesitation to one hundred different secretaries, each charged with one special de-

partment, the answers to these most various questions. Instead of which we beg leave to observe casually, that an editor is a well-meaning and hard-working person, who does know something but not everything, and who is quite incapable of doing anything more for his anxious questioners than to refer them to the multifarious sources whence their desired knowledge may be drawn.

Partly from the fact however, that the said editor, besides being well-meaning, is also hard-worked, it occurs to him sometimes to wonder whether all these people who come to him for information, have not in their earlier days been to some schools, and why their teachers did not do a little more towards directing them in their search for knowledge. It does occur to him to ask whether one thing which should be done in all schools be not to teach the children how to use their tools: in other words, to know what may be looked for in a dictionary and what in a gazetteer—what the marks and abbreviations in a dictionary mean, and the use of an encyclopædia. It is little absolute knowledge that the child can gain in school, but he certainly should not leave school till he knows where and how to look intelligently for more.

We suggest that this is a point which does not seem to be quite enough cared for in our schools at present, and that possibly while they are looking out so eagerly after the percentages which their pupils gain in recitations and examinations, they are only "tithing mint, and anise, and cumin, and neglecting the weightier matters."

## THE FACTS IN THE CASE.

THE attention of teachers and school officers is invited to the following decision of Judge Napton of the Supreme Court of Missouri, limiting taxation to *four mills* on the dollar for school purposes.

We should have supposed the *Scaldia Democrat*, from which we clip the following article, would have entered a vigorous protest against this provision of the "New Constitution," which, in destroying the public schools of the State, inflicts irreparable injuries not only upon the children but upon investments and property of all kinds.

The more than nine thousand teachers in Missouri evidently have something to do too in the matter of working up public sentiment to right this great wrong.

"The School Board of the St. Joseph district demanded the levy of seven mills to pay school expenses. The county court refused to levy more than four mills. The School Board then applied to the Supreme Court for a mandamus to compel the county court to make a levy of seven mills. The Supreme Court, Judge Napton delivering the opinion, sustained the county court and refused the mandamus.

The point appears to have been whether the restricting clauses of the new constitution respecting taxation, are inoperative until proper legislation. The Supreme Court held that they are not. The acts creating the St. Joseph Board of Public Schools require the county court to levy a tax sufficient to meet the certified estimates of the School Board, "provided that the tax shall not exceed seven mills on the dollar for any one year," but the new constitution limits the tax to four mills, except in city and town districts, where it may be increased to one dollar on the hundred valuation, and in other districts to sixty-five cents; provided a majority of the qualified voters, voting, shall authorize the increase. The schedule provides that all conflicting laws are repealed, except such laws as are inconsistent with those provisions of the constitution which require legislation; they are to remain in force until July, 1877, unless sooner repealed. The provision limiting taxation to four mills requires no legislation; but that providing for an increase does.

The Board, in the language of the opinion, claimed that "as the proviso which points out a mode of increasing the tax and removing the restriction to a certain extent does need legislative action before it can be effectuated, the restriction itself, though confessedly needing no legislation to enforce it, must, like the mode of avoiding it, remain inoperative until the legislature shall provide such mode."

The Court says the question is, "must the rates of taxation fixed in the constitution, when accompanied with provisions in that instrument authorizing their modification, await the action of the Legislature to provide the means of obtaining such modification, before the rates themselves go into operation?"

If the rates of taxation declared in the eleventh and twelfth sections of the constitution depend for their enforcement upon the action of the legislative department of the government, they are mere abstractions—mere declarations of the opinion of the convention which framed the constitution—entitled, of course, to such weight as the opinions of so able and respectable a body necessarily possess, but effecting no constitutional barriers against legislative extravagance, or constitutional assurances of retrenchment in public expenditures and taxation consequent thereon.

The convention were doubtless aware of their inability to coerce legislative departments into the enactment of laws which, in the opinion of the convention, were desirable, and therefore declared certain rates and limits of taxation as the constitutional limits and rates, providing at the same time a mode by which the legislature and the people might extend them, if they saw fit.

This provision of the constitution

required no legislation to enforce it, and therefore on the adoption of the constitution went into effect. The proviso by which a mode was appointed to alter it, to a certain extent and which depended on legislative action, does not prevent the restriction from going into effect.

#### NOT SO.

THE burden of taxation does not come from education—from the cost of schools and the employment of competent men and women as teachers.

It comes from ignorance, from incompetence, from crime and pauperism, from the lack or want of education. If the people who pay the taxes were enlightened upon these points—if our teachers would take the facts as they exist, and use them, it would disarm very much of the prejudice which is created by the cry of hard times and high taxes on account of schools.

Intelligent people produce more than they consume. Intelligence begets industry, and when people earn money they save it, and invest it.

The small-fry politicians use this plea of high taxes—and the first thing they strike at is the school system. The wages of our teachers are reduced. Nothing is said of the amount of money stolen. Nothing is said of the cost of sustaining courts, constables, jails and prisons—of the time and labor lost by the want of knowing how to do something.

The thousands of teachers in this State—if they would take this or some other journal which presents these facts, and keep posted up, and then keep the people informed, would save many times its cost each year, in the public opinion created in favor of good schools, competent teachers, and the prompt and liberal payment of the money they earn.

Is it not worth while to consider the causes of this reduction in wages, and take steps to remedy the evil?

Intelligence pays; ignorance costs; property pays the cost of ignorance and of crime all the time.

There is a question of *productive industry* and of sound political economy entering into good schools or poor schools, which ought to command immediate and persistent attention.

#### THE TRUE BASIS.

THE movement which was started in the Boston schools this year to introduce a plainer dress at the graduating exercises of the girls' schools, is a sensible one, but it does not strike quite deep enough. It is not merely at the graduations, but during the entire school session, that the dress in our schools needs reform. And the lady teachers, we are sorry to say, are to blame. There is nothing more easy than for the lady teachers in any school to produce a sentiment among the pupils on the subject of dress which shall make the

whole thing right. But as long as the teachers teach in dresses overloaded with ornamental trimming, in lace collars, and with their hair arranged as if from the hands of a French hair-dresser, the committees can do no good.

The true rationale of a reform movement in this matter should be, not that the times are hard and that economy should be practiced, but that the dress of the worker should always be suited to his work.

In the school room, whether in the daily sessions or the annual examinations, both teacher and pupil are or ought to be at work, and therefore should be attired in a working costume. The dress should be of the most convenient and simple description, of the kind least fitted to make a noise or hold dust, and it should be made so as not to impede movement, so that every faculty be left free to work.

It is by the idea of *fitness* that its material and construction should be dictated.

The movement in Boston is right, but it should be pushed farther, and set on the right basis.

#### PROGRESS.

HON. LEON TROUSDALE says: "Within the year just passed, I feel that much progress has been made in the public schools of this State. The county superintendents who have pretended to discharge their duties at all under the law, have been active and intelligent, and many of them have exhibited a marked devotion to the great cause of free elementary education. There are none of them whose compensation could have determined their zeal and activity, and had they not been animated by the highest motives, they would have been content with mere routine work. But they have done much more than this. They have given to their labors the benefit of all their ability and experience, and in many cases have succeeded in building up such excellent schools in their respective counties as to challenge the approval of all the most intelligent citizens, and have thus virtually silenced opposition. This is the great step gained in consolidating public sentiment in favor of the system, and thus making it permanent and unassailable. The schools must make an advance towards meriting public confidence before they can receive it in good measure. At the same time the pronounced friends of the cause expect the system to be a growth of slow and patient labor. They do not anticipate sudden and immediate success at all points. Neither do they expect at once to enjoy all the advantages of old and well-tried systems. Nor are they hasty to adopt every suggestion of improvement which may come to them, even if they had the means. They will be governed by the maxim, 'to prove all things and cleave to that which is good.'"

#### NOT SO FAST.

WE as a Nation, are always in too much of a hurry. We need to be made to wait, and in the expressive language of the back woodsman, "not to holler till we are out of the woods."

We are all the time congratulating ourselves on our great success in our school work. As proof of this we point to our magnificent school buildings, and to the high percentages which the children obtain for attendance and recitations. But a few of us sometimes feel as if it were necessary, in the midst of all these laudations, to utter the caution which John Gilpin gave to his friend's horse—"Fair and softly!" John he cried. We do not forget that the next line reads, "But John he cried in vain." And yet in the face of this, we venture to suggest that we cannot really tell what our schools are doing for the children till we see what kind of men and women we shall have as the result of the training which we are giving. Our schools have now been in operation in the oldest States of the Union one hundred years, and we have perhaps a right to judge of their effects by the men and women of today, as compared with those of thirty or even twenty years ago. If we try our schools by this test, we may not perhaps find ground for so much glorification.

Not what the pupil is when he leaves school, but what he has the possibility of becoming, is the question. Not his actual possessions in knowledge, but his facility in working and his fixed tendencies, are what are to determine the value of the education we have given him. We are not pessimists, nor are we always of those who cry that "the former days were better than these," but we are sometimes doubtful.

We need a sounder philosophy and psychology as the basis of our educational processes, and then we need to follow it, and care not so much about the present results.

THE state of a country, a community, of the race and the world, depends, finally, upon the average condition, customs, state of mind and heart, temper and character of those who have the control in it, fill the offices, cast the votes, and direct its social, political and religious affairs—that is, of the upper half of the world. One half of the world, up to this date, has taken care of the other half. What the care-taking half thinks, does and is, settles not only the fate of the other half but the fortunes of humanity. So long as sensual, self-indulgent, unnatural and distorting customs and usages prevail with the better half, there will be mischievous legislation, perverted morality, or false civilization, running through the whole social system.

The Cherokee Nation is said to pay the highest salaries to teachers, men receiving \$225 a month, and women \$200.

## A LIBERAL EDUCATION.

THAT man, says Prof. Huxley, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself. Such a one and no other, I conceive, has had a liberal education; for he is, as completely as a man can be, in harmony with nature. He will make the best of her, and she of him. They will get on together rarely; she as his ever-beneficent mother, and he as her mouth-piece, her conscious self, her minister and interpreter.

## "GENTLE!"

WE are unconsciously instructed often by the casual sentence spoken or read in the school-room by teacher or pupil. The following in a parsing exercise read by a pupil, while the writer was visiting a school, led to this article: "Gentleness atones for uncouth manners."

This sentiment is akin to that expressed by an old American divine, John Smalley, D. D., uttered about the beginning of this century: "Gentleness of manners is the natural fruit of meekness of temper, even without the polish of a polite education."

We were brothers and sisters in the same household. In number we were not so few as in these days make up the average family circle. Nor were we naturally above the average in amiability of mind or manners. Therefore, had we not a head, an exemplar, a governor, in a moral sense, we cannot tell how it would have turned out with us. But such a regulator at home we found in our father. Amid the storms of our young lives, actual and prospective, he calmed the disturbed elements. He had one talismanic word which he had learned by heart in his own trying experience; (for had he not borne the yoke in his youth?) How few of us learn the full meaning of some common word till human language is laid aside as of no further use.

The little word referred to was that quoted at the head of this article. This was the specific for the family; and a better remedy for most of the ills of the social state at home or abroad, in private or public, could not be devised. It was a preventive as well as a cure. Said a fond mother

fearing for her children the epidemic, "Doctor, can you not prescribe for them a preventive as well as a cure?" So in our case, when there was a show of impatience, always catching you know, the voice of the father would be heard sending forth the well known word, "gentle!" Did we find our voice raised at a pitch too high for accord with the harmony of the universe, or for agreement with the "new commandment," in blame for another, then we quickly caught the words, "gentle, gentle."

If the rising storm did not hush at this "Peace, be still," then did consciousness inform us that the fault was our own.

On the farm, among the various animals lower in order, how often the family medicine proved an excellent horse or cow liniment. Some unruly occupant of yard or pasture would provoke the belligerent spirit and tempt the well-aimed stone, or the cudgeling, or at least, the loud voice. Then might have been heard even from a distance, again those words, "be gentle!" It was a command hard to heed under certain circumstances, but the discipline of the injunction was good, and no small part of our much needed education. An Alexander, a Nero, a Napoleon I. were called great, but whether they had the greatness of a man who, when provoked to anger by a vicious or unruly beast, can yet "be gentle," is a question more easily answered in the negative than otherwise.

Now there are many magnificent sights, exploits, feats in nature and among men, but nothing grander than where a man, under very provoking circumstances, keeps himself gentle, especially if by nature he is quite the opposite. Now here is a token of real greatness on the part of our father. He could not only say "be gentle," but he could be so under trying circumstances; and what a man is in the more ordinary walks of every day life, such he will likely be when in a higher position. Even a dumb brute will often reflect the character of a man or indicate it. Though the incident be rather ludicrous, let it illustrate both the dignity of gentleness in man, and the appreciation of that virtue on the part of the brute: A horse belonging to our family, somewhat vicious chiefly because maltreated by men and boys, showed his evil disposition when one tried to catch him when loose at pasture. One of the men, with no great stock of patience made the attempt, but the animal several times made as though he would run over the man. A spade was grasped and hurled at the horse cutting a large gash in him. In this act itself was proof that the impatient man is a coward. This *coup de grace* did not help in the premises, but the ebullition tended to defeat the main end and object, viz.: to secure the horse for a drive. The man who used to say and understand "gentle," was called, as always was the case in an emergency similar to this. "He came, he saw, he conquered," and proved

himself as great as Caesar himself in like circumstances. With the gentle movement, the soothing and low voice, and yet without cowardly fear, he immediately secured the animal. Said the great poet:

"Her voice was ever soft,  
Gentle and low; an excellent thing in woman."

And if so in her case, how often would it add to the graces of a man! Is it not the "still small voice" that moves the world, whether in the natural or spiritual realm? The boisterous man is not the one to tame the wild beast, nor the one to move men in the busy mart. The noisy, talkative teacher is not the one whose influence abides, and who walks queen of the school-room, winning the abiding affection of the pupil. It is the dew and the sunshine that raise again to life a world that has been in the long sleep of winter, not thunder and hail and volcano. The rain makes the soil soft with showers, causing it to bring forth; the crater-fires belching ashes and lava do but cover that soil with an impervious crust. So among men, young or old, "The soft answer turneth away wrath." What the teacher needs in order to secure good government in school, is that self-control which will insure gentleness of manner even in the most trying moment. E. N. A.

## LETTER FROM MARTIN LUTHER.

Editors Journal:

THAT you many readers may know what position the Great Reformer took on the subject of public schools, I give the following extracts from a letter by him to the German Lords, in 1520, translated from the French:

WISE AND POWERFUL LORDS:—I beg you all kindly to receive this writing, and to take it to heart, for it is not my own welfare that I seek in these lines, but the glory of God and the salvation of Germany.

We must attend to the education of our youth, if we wish to do good to our people and to us all. We devote so much money to roads, canals, and all other things of public utility; why should we not use as much to educate our children, and to make good teachers?

God has heaped upon us so many blessings that to-day we can learn in three years more than formerly in twenty, and that a young man of eighteen can know more than was formally known by all the universities and all the convents.

We must not suffer these riches to be lost, we must spread and multiply them. Each day we see children growing up under our eyes, and no one caring for them. Do we wish then, we Germans, always to remain fools and brutes, as the neighboring nations call us? \* \* \* \* \*

So much for the spiritual. Now for the temporal. Though there were neither soul, nor heaven, nor hell, yet we would need schools for things here below, as is proved by the history of the Greeks and Romans. I am

ashamed of our Christians, when I hear them say, "Instruction is good for the rich and for churchmen, but it is not necessary for laymen." They justify too much, by such language, what other nations say of the Germans.

You understand me, we must have in all places schools for our daughters and our sons, in order that man may become capable of skillfully following his calling, and woman of directing her household and training her children.

Let no one object that there is no time to instruct children. There is a plenty of time to teach them to dance and play cards!

I do not ask that you make a philosopher of each child, but he should go to school at least one or two hours daily, and the most competent should be taken to make instructors and instructresses. Long enough have we stagnated in ignorance and corruption! Long enough and too long have we been "the stupid Germans," it is time to set to work!

It is necessary, by the use we make of our intelligence, that God see we are grateful for his benefits; we must contribute to the intelligence of the world, by bringing into the current of civilization our tribute of energy and knowledge.

Finally, we need good books, instructive histories, which shall make us know the ways of God in the government of the world. But we have none, and no one among us sets his hand to form a national literature. Another reason why we must pass in all the world for ninnyes who know only how to crawl, eat and drink.

See the Greeks and Romans, with what care they have written their history! So carefully that when a woman or a child did anything good, they recorded it for the benefit of posterity, and that the whole world might know it. But we, we have remained Germans, and wish to remain so. I pray you then, dear friends, not to slight my counsels, but to take to heart and in hand the happiness, prosperity and salvation of Germany.

This letter, says the historian, spread through all Germany, was received with the attention it deserved, and was the means of winning for Germany the cognomen of *savante*.

Would to God some Luther would rise up in Tennessee, and make an appeal that would be equally as effectual, and put Tennessee upon that high road of intelligence and ultimate prosperity, which Germany has travelled so effectually, and which has put her in the front rank of nations.

JNO. R. DEAN.

SHELBYVILLE, 1876.

It does not cost a farthing more to build a neat, plain, substantial, convenient, well-ventilated school house, than to put up a miserable, unsightly pen, and drive the children into it.

FEMALE teachers will be called upon to do most of the teaching in the common schools. Women make better teachers for children than men.

## ON A BENDER.

Editors Journal:

I SAW a young man reeling in the streets of Knoxville, very drunk, with a certificate in his pocket and a school of dear children of this county in his hands. I did not know just where to attach the blame. But woe be to the parties who are responsible for the ruin wrought by such an example. I enter my solemn protest against such an imposition upon the innocent children of any community. I am opposed to a teacher who carries a grammar in one hand and a bottle of whisky in the other. It is a fearful policy to pull up a weed to plant a thorn in its place.

Our teachers should be persons of the highest moral excellence. Consecrated Christians are the only true types of model teachers. Ability to answer a certain list of questions does not qualify one for a teacher. In connection with this must be moral worth and force of character. Pure life and exalted habits are essential.

I know a teacher who would open school, take his chair, fill his pipe, and enjoy the day; another who would swear both in the school-room and on the play-ground, and sit in the window and make cob-pipes as a pleasant business; another who would get on a "bender" for a day or two, and yet be tolerated in a community as a "mighty good teacher." I ask such communities this serious question: How many drunkards, profane swearers, and worthless men and women will emanate from such schools? Some of them flourished eight or ten years ago; others of a recent date.

A teacher had better send all his chairs home. He has no time to be sitting around half-asleep. They simply invite laziness and a thousand pangas of incurable dyspepsia. A teacher's business is to lead and not to be led. He must make himself complete master of the situation, or he will fail. Have your own plans full of good sense and carry them out at all hazards. Listen to all advice. Let the bad pass in at one ear and out at the other. A sensible farmer said to me the other day, that he did not send his children to school to learn the ways and language of a farmer. He could teach that at home. He wanted something of a more refined order. If we display the capacity of a leader, people will follow us. We should never cringe at prejudice or fogysm. This will never build up this country. Butt it squarely down, or, if it is too strong, drill a hole in it, fill it with powder, and blow it into a thousand atoms. So soon as a man begins to follow the plans of others, he confesses his ignorance and gets into trouble.

When I was once teaching, an old lady objected to my school because I had no "Testament class" in it. I told her that I opened school with devotional exercises, but did not, like the Irishman, teach Sabbath school on week days. A gentleman objected to so many blackboards, where I could send thirty children to them at once,

and thought a small board and the slates were sufficient.

When I could drill the school one-half an hour per month on etiquette, ease, grace and elegance in manner, another gentleman preferred his children to grow up in ignorance of such information, and fall over two or three chairs in giving a young lady an introduction to a young gentleman. However, these objections disappear with the thoroughness of your work, and are exceptional cases. A tremendous majority of our people are longing for something new. They say they have tried the old ways in farming, education and almost everything, and have failed. New and sensible plans, carried out with courage and ability, will meet with a hearty approval everywhere. To pass through the country and witness the anxiety of farmers to educate their children, draws upon our warmest sympathy and most earnest solicitude. No one but those who have been reared upon the poorest hills in Knox county can realize the difference in opportunities of an Eastern or Northern boy and one of our country boys. With no means of travel, no fine libraries, and with more or less imperfect schools, he sees but little hope of the future, until some friend takes his hand and unfolds to him the wonderful possibilities of brain and energy.

W. R. MURPHY.

Knox Co., Tenn., 1876.

## KENTUCKY MILITARY INSTITUTE.

We take pleasure in calling attention to this most excellent and flourishing institution.

Col. Robert D. Allen, the President is not only a man of ripe culture and scholarship, but a gentleman combining with these great moral excellence, one to whom it is safe to trust the training of young men.

The Kentucky Military Institute is not only chartered by the Legislature but the Governor has supervision of its affairs; the arms and accoutrements are furnished by the State.

It has been and is still an institution of great usefulness and power. The buildings cost about one hundred and twenty-five thousand dollars. The grounds are ornamented with exotic shrubs, and present a beautiful, park-like appearance. The library is one of the best possessed by any institution in the State. The faculty has always been competent. The patronage has been largely from the South. Situated five miles from any considerable town, there are no inducements to vice, while there is sufficient society in a refined neighborhood and the daily visitors to the institute.

Governor McCreary delivered a most admirable address at the commencement exercises last month to the graduating class and the large number of visitors present.

Col. Allen is to be congratulated and commended for the high character the institution bears at home and abroad.

## NORMAL SCHOOLS.

WHY not take the *facts* in regard to the necessity, utility and efficiency of these Normal Training Schools to the people?

We have nothing to fear from the discussion, but everything to gain.

We ought to enter into the work unitedly and enthusiastically, determined to win.

The catalogue of the North Missouri State Normal School is a first rate "Campaign Document."

President Baldwin, (he is absent now, with a part of his able faculty, studying the educational features of the Centennial Exhibition at Philadelphia, and "we" are editing this issue) has gathered some of the best and strongest arguments ever published—arguments which our teachers and school officers ought to take to the people, to the *law makers* and the tax payers.

Arguments which cannot be gainsayed or refuted. Arguments like these—which ought to go into the columns of the local papers—arguments which win:

"The two great military chieftains of the eighteenth century foresaw that the future of empires would depend upon the intelligence of the people, and not upon the sword. Frederick the Great, in the midst of "the Thirty Years War," called into existence a system of normal schools; and these, in connection with her consequently efficient public schools, have contributed largely to place Prussia first in power and in education. The great Napoleon by a single edict created ninety-seven normal schools. Had the French Bourbons not dwarfed these schools, France would not to-day present to the world the humiliating spectacle she does, affording a valuable lesson to more modern would-be reformers. France has profited by the lesson, and the revival of her normal schools now promises for her a brighter future.

The experience of the educational world ought to have great weight. Normal schools are recognized as the heart of our educational system, and the schools of no State or large city can ever prosper without them. From these institutions issue enthusiastic teachers, familiar with the most approved educational instrumentalities, and capable of infusing new life into the schools of the State."

President Newton Bateman, late State Superintendent of Illinois, says:

"With an abiding and ever-increasing faith, I believe in the necessity and beneficence of common schools, and I know that teachers' training schools—normal schools—are essential to the best results of any system of public education. That proposition has been argued and demonstrated again and again, and now rests among the established and irrefutable facts of our educational policy."

"Germany has 197 normal schools, Austria 118, Italy 115, France 97. England 48, United States 134. The great advocates of normal schools in this

country were primarily Daniel Webster, Edward Everett, John Quincy Adams and Horace Mann. Adams says: 'We see monarchs expending vast sums to establish normal schools. Shall we be outdone by kings?'

Our friends who visit Philadelphia will find elegant accommodations, a choice table, and the best society, at 1706 Walnut Street. The references of Miss Emma J. Rawlings, like her house, are all first class.

THE office of County Superintendent is difficult to fill, and one who at all feels the responsibilities of the position, has my warmest sympathy. Like the farmer, if he is faithful, he never has an idle day. When the schools are in session, he should be visiting; when they are closed, he should be planning new interests and arranging for new buildings, thus fostering every educational interest in the county.

TEACHERS' Institutes are important if not held too often, if largely attended and conducted with enthusiasm. Otherwise, they cool the ardor of all engaged. An institute in two different parts of the county, to be held semi-annually and worked up in a thorough manner, will meet the wants of all. Teachers should be given a day or so, and the superintendent should make a faithful attendance obligatory upon every teacher, while the "Institute" should be held where a large school is in session, so that the work may be actually illustrated. However, holding Teachers' Institutes alone, will not build up the county schools.—*Knoxville Chronicle*.

THE NAME OF GOD IN FORTY-EIGHT LANGUAGES.—Hebrew, *Elohim* or *Eloah*; Oiala tongue, *Den*; Ohaidaic, *Elah*; German and Swiss, *Gott*; Assyrian, *Elah*; Flemish, *Goed*; Syriac and Turkish, *Alah*; Dutch *Godd*; Manlay, *Alla*; English and Old Saxon, *God*; Arabic, *Allah*; Language of the Magi, *Orsi*; Teutonic, *Gott*; Danish and Swedish, *Gut*; Old Egyptian, *Teut*; Norwegian, *Gud*; Armorian, *Teuti*; Slavic, *Buch*; Modern Egyptian, *Teun*; Polish, *Bog*; Greek, *Theos*; Pollacca, *Bung*; Cretan, *Thios*; Lapp, *Jubinal*; Aolian and Doric, *Ilos*; Finnish, *Jumala*; Latin, *Deus*; Runic, *As*; Low Latin, *Dier*; Pannonian, *Istu*; Celtic and Old Gallic, *Diw*; Zemblian, *Fetizo*; French, *Dieu*; Hindostanue, *Rain*; Spanish, *Dios*; Coromandel, *Brama*; Portuguese, *Deoa*; Tartar, *Magatek*; Old German, *Diet*; Persian, *Sire*; Provencal, *Diow*; Chinese, *Prussa*; Low Breton, *Doue*; Japanese, *Goezur*; Italian, *Dio*; Madagascar, *Zannar*; Irish, *Dieh*; Peruvian, *Puchocamac*.

LET us make our school houses cheerful and attractive, fill the yard with shade trees, and the house with pictures, maps, globes, charts, and desks, which are conducive to both health, comfort and progress.

## BOOK NOTICES.

**MAE MADDEN.** By Mary Murdoch Mason. With an Introductory Poem by Joaquin Miller. Chicago: Jansen, McClurg & Co. For sale by Book and News Co.

It is no wonder that two young lovers were glad to see each other after so long a separation as the opening stanza of this poem would indicate. The poet says:

"We two had been parted, God pity us, when  
The stars were unnamed and when heaven was dim;  
We two had been parted far back on the rim  
And the outermost border of heaven's red bars:  
We two had been parted ere the meeting of men  
Or God had set compass in spaces as yet.  
We two had been parted ere God had set His finger to spanning the spaces with stars—  
And now, at last in the gold and set  
Of the sun of Venice, we two had met."

The story is well told of the travels, sight seeing, separations, and incidents of a summer tour on the continent, with the usual happy result.

This is just such a book as one should have to read on a trip to the Centennial or the sea side.

It is beautifully printed and bound in a dainty green cover with red edges. Don't go off without it.

**WYCH HAZEL.** By Susan and Anna Warner. Large 12mo. Cloth extra. \$2 00. New York: G. P. Putnam's Sons. For sale by Book and News Co.

The old friends of these favorite authors will be sure to read Wych Hazel through, and the young folks will also read it to profit—and will need no further argument to abandon "round dances" and "The German." It is good enough for a Sunday School Library book, and still it is interesting. Wych Hazel had two guardians, but did not stand much in need of any. She had will enough to stock a half dozen ordinary characters without exhausting the supply. We suppose the sequel will tell what became of the "Duke."

**GERMAN POLITICAL LEADERS.** By Herbert Tuttle. New York: G. P. Putnam's Sons. For sale by Book and News Company.

This is volume four of the series of "Brief Biographies" now being issued by Putnams, and is one of the most interesting of those which have yet appeared.

The author has had special facilities for gathering materials for the work, having resided four years in Berlin. He says: "I am convinced that the experiment which Germany is making in constitutional government, is already rich in lessons for the philosophic student of politics, and ought not to be neglected even by the most hurried observer of current events." Twenty-five pages he devotes to Prince Bismarck, sketches seven of the most prominent party leaders, and a number of the "scholars in politics." Just the book for teachers and others to put into their library for ready reference.

This Centennial year is a good time to brush up one's knowledge of the early history of our country. To those who would do it in the least possible time, the Rev. Edward Abbott's Paragraph History of the Revolution, to be issued by Roberts Brothers, of Boston, will be of great assistance. It will be well supplied with maps, and will contain a list of books relating to our history.

## A FAREWELL\*

BY CHARLES KINGSLEY.

My fairest child, I have no song to give you.

No lark could pipe to skies so dull and gray,

Yet, ere we part, one lesson I can leave For every day.

Be good, sweet maid, and let who will be clever;

Do noble things, not dream them, all day long;

And so make life, death, and that vast forever

One grand, sweet song.

APPLETON'S JOURNAL will hereafter appear as a monthly only, the size being changed so as to make it, when bound, a more convenient form for the book-shelf; and the price, in obedience to the popular demand for cheap literature, reduced to Three Dollars per annum, or Twenty-five Cents per number. The new series opens with a strong table of contents, including the first of Julian Hawthorne's long-looked-for papers on London Suburban Life, and stories and articles by Albert Rhodes, Christian Reid, Junius Henri Browne, Wirt Sikes, Albert F. Webster, Mrs. Lucy H. Hooper, E. L. Youmans, Constance F. Woolson, Edgar Fawcett, and others. A story by George Sand, one of the latest of this author's productions, is begun. The magazine in its new form is varied and attractive in its contents, and altogether gives promise of a popular success. As a monthly, it will doubtless more nearly meet the wishes of its subscribers than in its former weekly issue.

**BOOKS RECEIVED.**—From G. P. Putnam's Sons, New York:

"Wych-Hazel." By Anna and Susan Warner. 12mo, 550 pp., cloth, \$2.

"Poetry for Home and School." Edited by Anna C. Brackett and Ida M. Elliot. Square 16mo, 350 pp., cloth, \$1 25.

"Lessons in Language." An Introduction to the Study of English Grammar. By Hiram Hadley. Part I. Chicago: Hadley Bros. & Co. Pages 108.

The "Aeneids of Virgil," done into English verse. By William Morris, author of "The Earthly Paradise." Boston: Roberts Brothers. Price \$2 50; 338 pages.

TEACHERS and school officers need to put forth extra effort in behalf of the common schools during the excitement in politics through which we are likely to pass. The friends of general education will find many opportunities of doing something for the school system. Good men should be put into office—good school men. The cause of education has been so long neglected that it is looked upon as a matter of little consequence.

"WHAT," said a gentleman to the late Prof. Agassiz, "was the thing which most struck you in coming to this country?" "Your observance of the Lord's Day," was the great naturalist's reply.

THE Press is one of the greatest educators of the restless and ever active age in which we live.

\*From "Poetry for Home and School," selected and arranged by Anna C. Brackett and Ida M. Elliot. Published by G. P. Putnam's Sons.

## National Convention.

The Ohio and Mississippi, in connection with the Baltimore and Ohio Railroad, have made arrangements to run through cars direct to Baltimore and Washington without change.

Teachers and others who propose to attend the National Educational Association, to be held in Baltimore the 10th, 11th and 12th of July, will find this a very desirable and attractive route.

The Centennial Guides issued by Mr. R. T. Brydon of the Ohio and Mississippi Line, and Thos. P. Barry of the Baltimore and Ohio Road, make up an interesting, pleasant and profitable geographical study.

In addition to the other attractions of this through route to Washington and Baltimore, there is the double track of the Baltimore & Ohio Road, iron bridges, mountain scenery, over into the Valley of the Potomac, fast time, elegant dining halls, and in fact all the attractions which commend this route as one of the very best.

For further information address R. T. Brydon, Gen. Pass. Agent, Ohio and Mississippi Railroad, St. Louis.

## Special Notices.

PLEASE remember not to forget that \$2 50 buys a ladies' finest kid or morocco side-lace shoe at the *Globe Shoe Store*, 805 Franklin avenue. 97

## Wabash Fast Line.

Round trip excursion tickets now on sale, good till Sept. 30, to:

Niagara Falls and return.....	\$23 50
Detroit and return.....	20 00
Put-in-Bay and return.....	18 50

Round trip Centennial Tickets at lowest rates.

J. S. LAZARUS,  
Gen. Western Agent.

W. L. MALCOLM, Gen. Pass. and Ticket Agent. Ticket office, 104 N. Fourth st.

## A Short and Direct Route.

We take pleasure in calling attention to the facilities which the *St. Louis & South-eastern Railway* affords to those who wish a short and direct route to the South. The track is in splendid condition, the rolling stock, both passenger and freight cars, are abundant, and those who have this road in charge are doing everything possible to satisfy its customers. Its connections to all points in the South are such as to insure the greatest dispatch in the freight and passenger departments. The general freight agent sends the following letter to the daily papers, showing what points are reached directly by this line:

DEAR SIR—As a matter of interest to your numerous commercial readers, permit me to advise you that the Southeastern Railway is now prepared to take freights from St. Louis to Montgomery, Ala.; Selma, Ala.; Columbus, Ga., and all points reached by the L. and N. and G. S. Railway and its connections, at as low rates as can be made by any other line. Reference to the map will show your readers that the Southeastern and the L. and N. and G. S. Railway form the shortest and most direct route to the section named. It is, therefore, with pleasure that we again offer its advantages to the shipping community, believing we can now give them even better satisfaction than in times past. Very respectfully,

C. H. CROSBY,  
General Freight Agent.

The Ohio and Mississippi Railroad Company have now on sale a variety of Excursion Tickets to the East, enabling passengers to go and return by different routes, and for sale as low as any other road. We observe on their guide book one round trip ticket, taking in Cincinnati, Washington, Baltimore, Philadelphia, New York, Albany, Niagara Falls, Buffalo, the famous Lake Chautauqua, and Cleveland, being in all perhaps one of the finest round trips between the Atlantic and the Mississippi. All Centennial tickets good for 60 days from date of issue. Send for a guide book.

## Down Go Excursion Rates

To St. Paul, Duluth, Green Bay, Madison, and all pleasure resorts in the North, via Keokuk Northern Line Packet Co. Special arrangements enable us to sell round trip excursion tickets, going and returning via packet, or returning all rail or rail and lake steamer, at rates lower than by any other route. Through tickets to Chicago via Quincy, and to all points in the South, West, East and North. For tickets, staterooms, etc., call on or address

JAMES A. LYON,  
General Ticket Agent.

## EDUCATIONAL DOCUMENTS.

We determined, some time since, to issue a series of "tracts," or documents, in cheap form, in conformity with the earnest solicitation of many of the leading educators from different parts of the country, which should embody some of the most practical ideas, and the freshest thought and expression of the age on this subject. These documents are for circulation among the people, so that they may be better informed not only of the work done by the teacher, but of the necessity of this work. Teachers and school officers have found them to be profitable and interesting reading, and orders have been received for them from almost every State in the Union.

So far, fourteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$7 00 per hundred, or ten cents for single copies. (Send postage.)

The "Popular Educational Documents" issued thus far, cover the following interesting and practical topics:

- No. 1. WHAT SHALL WE STUDY? By Wm. T. Harris, Superintendent of Public Schools of St. Louis.
- No. 2. THE THEORY OF AMERICAN EDUCATION. By Wm. T. Harris, Superintendent of Public Schools of St. Louis.
- No. 3. HOW NOT TO DO IT; Illustrated in the Art of Questioning. By Anna C. Brackett, Principal Normal School, Saint Louis.
- No. 4. WOMEN AS TEACHERS. By Grace C. Bibb.
- No. 5. AN ORATION on the Occasion of Laying the Corner-stone of the Normal School at Warrensburg, Johnson county, Missouri. By Thomas E. Garrett, Editor Missouri Republican, and M. W. Grand Master of Masons of Missouri.
- No. 6. HOW TO TEACH GEOGRAPHY. By Mrs. Mary H. Smith. Read before the National Teachers' Association.
- No. 7. HOW TO TEACH NATURAL SCIENCE IN THE DISTRICT SCHOOLS. By Wm. T. Harris.
- No. 8. THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—Its Causes and Its Remedies. An Essay read by William T. Harris, at the National Educational Association, in Boston.
- No. 9. THE RIGHT AND POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS. By Hon. H. C. Brockmeyer.
- No. 10. HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An Essay by Wm. T. Harris, before the National Educational Association, at St. Louis.

## CENTENNIAL EXHIBITION.

Philadelphia, Pa.

This Great International Exhibition, designed to commemorate the One Hundredth Anniversary of American Independence, was opened on May 10, and will close Nov. 10, 1876. All the Nations of the World and all the States and Territories of the Union will participate, bringing together the most comprehensive collection of art treasures, mechanical inventions, scientific discoveries, manufacturing achievements, mineral specimens and agricultural products ever exhibited. The grounds devoted to the Exhibition are situated on the line of the Pennsylvania Railroad, and embrace four hundred and fifty acres of Fairmount Park, all highly improved and ornamented, on which are erected the largest buildings ever constructed—five of these covering an area of fifty acres, and costing \$5,000,000. The total number of buildings erected for the purposes of the Exhibition is over 100.

## THE PENNSYLVANIA R. R.

THE

## GREAT TRUNK LINE,

AND

Fast Mail Route  
of the United States

will be the most direct, convenient and economical way of reaching Philadelphia and this great Exhibition from all sections of the country. Its trains to and from Philadelphia will pass through a Grand Centennial Depot, which the company have erected at the main entrance of the Exhibition Grounds, for the accommodation of passengers who wish to stop at or start from the numerous large hotels contiguous to this station and the Exhibition—a convenience of the greatest value to visitors, and afforded exclusively by the Pennsylvania Railroad, which is the only line running direct to the Centennial buildings. Excursion trains will also stop at the Encampment of the Patrons of Husbandry, at Elm Station, on this road.

The Pennsylvania Railroad is the grandest railway organization in the world. It controls 7,000 miles of roadway, forming continuous lines to Philadelphia, New York, Baltimore and Washington, over which luxurious day and night cars are run from Chicago, St. Louis, Louisville, Cincinnati, Indianapolis, Columbus, Toledo, Cleveland and Erie, without change.

Its main line is laid with double and third track of heavy steel rails upon a deep bed of broken stone ballast, and its bridges are all iron or of stone. Its passenger trains are equipped with every known improvement for comfort and safety, and are run at faster speed for greater distances than the trains of any line on the continent. The company has largely increased its equipment for Centennial travel, and will be prepared to build in its own shops locomotives and passenger cars at short notice sufficient to fully accommodate any extra demand. The unequalled resources at the command of the company guarantee the most perfect accommodations for all its patrons during the Centennial Exhibition.

The magnificent scenery for which the Pennsylvania Railroad is so justly celebrated, presents to the traveler over its perfect roadway an ever-changing panorama of river, mountain and landscape views unequalled in America.

The eating stations on this line are unsurpassed. Meals will be furnished at suitable hours, and ample time allowed for enjoying them.

Excursion tickets at reduced rates will be sold at all principal railroad ticket offices in the West, Northwest and Southwest.

Be sure that your tickets read via the great Pennsylvania Route to the Centennial.

FRANK THOMSON, D. M. BOYD, Jr.,  
General Manager. Gen. Pass. Agt.

"Pittsburgh & Fort Wayne" from Chicago and "Vandalia Line" from St. Louis.  
"Little Miami and Pan Handle" from Cincinnati.

## Tourists' Guide to the Centennial.

Never Before—Centennial Business.

In View of the Great Popularity of the

Atlantic and Great Western  
BROAD GAUGE ROUTE.

The New York Central Railroad, the Baltimore and Ohio Railroad, the Pennsylvania Railroad, and the Erie Railroad, have entered into an arrangement to issue tickets East by their lines and for return by the Atlantic and Great Western Railroad, so that passengers can go East by any other line and return by way of the Broad Gauge Route. Passengers going East by Philadelphia, returning by way of New York City and the New York Central Railroad, will take the Atlantic and Great Western Railroad cars at Niagara Falls or Buffalo for Cincinnati and the South and West, by way of Jamestown (Lake Chautauqua), with Pullman's Palace Coaches from Niagara Falls to Cincinnati. By way of the New York Central Railroad and this line passengers can go from Philadelphia to New York, New York to Albany, via day-line boats on the Hudson River; thence by the New York Central Railroad to Niagara Falls (after visiting Saratoga); thence to Jamestown, stopping at Lake Chautauqua, and resuming journey homeward at pleasure. Returning by way of the Erie Railroad, passengers can go to Niagara Falls same as via the New York Central; thence to Lake Chautauqua, and home via this line, or can take the Erie Railroad Broad-gauge Palace Hotel Coaches running through from New York to Cleveland, Chicago and Cincinnati without change (via Salamanca.) Passengers do not have to leave the train between New York and Cleveland, Cincinnati or Chicago, as meals are served in the hotel coaches to suit the convenience of passengers.

Passengers may not only secure tickets East by other lines and return by this route, but can also go East by this line by way of Niagara Falls and the New York Central Railroad, via day-line steamers on Hudson River, or all rail, or by way of Niagara Falls and the Erie Railroad to Philadelphia direct, by way of Elmira and Waverly; or to New York via Salamanca and the Erie Railroad, with Palace Hotel Coaches to New York without change via Salamanca; returning by way of Philadelphia and the Baltimore and Ohio Railroad or the Pennsylvania Railroad.

The Kent House, at Lake Chautauqua, has been greatly improved by a large addition, increasing the size of the dining room so that it will seat five hundred guests at one time, and adding 40 new rooms to the house. This hotel, with the Lake View House, Griffith's Hotel, Whittemore's Hotel, Sherwin House, Garfield House, Chautauqua Lake House, and other first-class hotels, offers accommodations second to no other watering-place in the country, and at rates one-half less.

Excursion tickets to Lake Chautauqua and Niagara Falls, New York and Philadelphia are now on sale at all offices in the United States, reading via the Atlantic and Great Western R. R. Passengers will find it to their advantage to go or return via this line.

Passengers visiting the lake should get off train at Lake View Station, which is within five minutes walk of the hotels. (Buses from station to hotels.)

Passengers desiring to make a pleasure trip as well as to visit the Centennial Exhibition, should examine the chart of forms of coupon tickets issued by this line, as they are more varied than those of any other route. All inquiries will be cheerfully answered.

For further information please apply to nearest ticket agent, and ask for tickets by way of the Atlantic and Great Western Railroad.

J. P. HORTON,  
General Western Agent, St. Louis, Mo.  
W. B. SHATTUC,  
General Passenger Agent, Cincinnati, O.

Passengers going to the Centennial Exhibition, and desiring tickets by the Great Broad Gauge Route, should apply at offices of Ohio & Mississippi Railway Company in St. Louis, and at Union Depot. All points named above can be taken in on one ticket. Send for Guide issued by Ohio and Mississippi Railway.

R. T. BRYDON,  
General Passenger Agent, St. Louis, Mo.

ST. LOUIS AND SOUTHEASTERN  
RAILWAY.

## THE SHORT LINE

And positively the best route from

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—TO—

Nashville, Tenn.,

Where it connects for all points

## SOUTH AND SOUTHEAST.

Including

Chattanooga, Decatur,  
Atlanta, Huntsville,  
Augusta, Montgomery,  
Macon, Mobile,  
Brunswick, New Orleans,  
Savannah, Knoxville,  
Jacksonville, Fla., Bristol,  
Charleston, Lynchburg,  
Petersburg, Norfolk and Richmond, thus forming the

## GREAT TRUNK ROUTE

Between these points and St. Louis.

Travelers, remember this is the great Passenger and Mail Route. It affords you the advantage of Pullman Palace Sleeping Coaches through to Nashville without change. No other line can offer this accommodation.

This is the best route for

Belleville, Shawneetown,

And all points in Southern Illinois.

It is the only line for

## EVANSVILLE

And all points in Southern Indiana and Northwestern Kentucky. Two fast express trains leave Union Depot daily.

For through tickets and full information call at Ticket Office, No. 117 N. Fourth Street, under Planters' House. JNO. W. MASS,  
R. H. G. MINTY, Gen. Pass. & Tick. Agt.  
Gen. Supt. 9-5-9-12

## Illinois Central Railroad.

## Chicago to St. Louis

Without Change of Cars.

Making direct connections at St. Louis for Kansas City, Leavenworth, Denver, St. Joseph, Atchison, Little Rock, Denison, Galveston, and all points Southwest.

## Chicago to New Orleans

Without Change of Cars.

175 Miles the shortest route to Memphis, Vicksburg, Mobile, New Orleans, and all points South.

This is also the direct route to Decatur, Panama, Vandalia, Terre Haute, Vincennes, Evansville, Shawneetown, Peoria, Canton, Keokuk, Warsaw, Farmer City, Clinton, Mt. Pulaski and Springfield.

## Chicago to Dubuque and Sioux City

Without Change of Cars.

The only direct route to Galena, Dubuque, Waterloo, Cedar Falls, Charles City, Ackley, Fort Dodge and Sioux City.

Elegant Drawing-room Sleeping Cars run through to St. Louis, Cairo, New Orleans and Dubuque.

Baggage checked to all important points.

Ticket Offices at Chicago—121 Randolph street; Great Central Depot, foot of Lake street; Union Depot, foot of Twenty-second street.

W. F. JOHNSON, Gen'l Pass. Agent, Chicago.  
J. F. TUCKER, Gen'l Supt., Chicago.

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Between the Mississippi and Missouri Valleys  
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## NEW YORK, BOSTON,

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Passengers who travel by the

## 'Wabash Fast Line'

To reach the Principal Cities in the East and  
West many hours in Advance of other lines.

No change of cars between Cleveland and St. Joseph and Atchison (810 miles), and between Toledo and Kansas City (700 miles).

All Express Trains of this Line are fully equipped with Pullman's Palace Sleeping Cars, Westinghouse's latest improved Air Brake, and Miller's Platform and Coupler, rendering a serious accident almost an impossibility.

Through tickets via the "Wabash Line" are on sale at the principal ticket offices of connecting roads and at the company's terminal points and principal stations. For further information apply personally or by letter to either of the following named agents:

J. S. LAZARUS, Gen. Western Agent,  
104 N. Fourth Street, St. Louis, Mo.  
W. L. MALCOLM,  
General Passenger Agent, Toledo, O.

9-4-9-12

## Chicago, Rock Island &amp; Pacific R. R.

## THE DIRECT ROUTE FOR

Joliet, Morris, La Salle, Peru, Henry, Lacon, Peoria, Geneseo, Moline, Rock Island, Davenport, Muscatine, Washington, Iowa City, Grinnell, Newton, Des Moines,

## Council Bluffs and Omaha.

Without Change of Cars.

Where it joins with the Union Pacific Railway for Denver, Salt Lake City, Sacramento, San Francisco and all points west on the Pacific Coast.

## TRAINS LEAVE DAILY AS FOLLOWS:

Omaha, Leavenworth and Atchison Express, (Sundays excepted) 10:00 a. m.  
Peru Accommodation (Sundays excepted) 5:06 p. m.  
Omaha Express (Saturdays excepted) 10:00 p. m.

## KANSAS LINE.

The Chicago, Rock Island and Pacific Railroad Company have now opened their Southwestern Division between

## LEAVENWORTH.

## ATCHISON,

## and CHICAGO.

Connecting at Leavenworth with the Kansas Pacific and Missouri Pacific Railroad, and at Atchison with the Atchison, Topeka and Santa Fe, Central Branch Union Pacific, and Atchison and Nebraska Railroads, for all points in

## Kansas, Indian Territories, Colorado and New Mexico.

This company have built a full complement of Palace Drawing-room and Sleeping Cars, which for exterior beauty and interior arrangements for the comfort, convenience and luxury of passengers are unexcelled, if equaled, by any other cars of the kind in the world. Through tickets for sale at all general railway offices in the United States and Canada. HUGH RIDDLE,  
A. M. SMITH, Gen. Pass. Agt. Gen. Supt.  
9-3-12

## Important to School Officers.

Parents of the children, school officers, teachers, and all patrons of our schools, realize the FACT, that *properly constructed seats and desks* are an absolute necessity in every school house. Not only comfort, but the *health* of the pupils demands this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We call attention to this matter thus *early and specifically*, because we have found in an experience extending over more than *ten years*, that in furnishing school houses great trouble and annoyance has been caused by the *delay* on the part of school officers in ordering seats and desks. SIXTY DAYS should be given to get out the order, and get it to its destination, to insure its being on hand and set up in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of all the varieties, sizes and styles of school desks manufactured, and there is no profit in the business to warrant such an outlay of money.

We have known school officers, whose sworn duty it was to provide these things, to *delay* ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that they have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were no seats—and the school became demoralized for weeks, because the school officers failed to do their duty and order the seats and desks in time.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the foundation of the building is being laid.

Now comes the question as to which is the *best desk to buy*. We prefer to quote what those say who have used our desks for years, and so thoroughly tested their merits. As more than 500,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from WM. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—which is good enough:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give *entire satisfaction*. The

### "New Patent Gothic Desk,"



Size 4. Size 3. Size 2. Desk, Size 1. { Back Seat, Size 1, to start the rows with

with curved Folding Slat seat, with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,

Superintendent Public Schools, St. Louis, Mo.

More than 500,000 of these desks have been sold; every one using them commends them.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desk are made, to accommodate pupils of all ages. We give the numbers and sizes so that school officers may know which to order:

- No. 1, High School, for pupils from 15 to 20 years of age.
- No. 2, Grammar, " " 12 to 16 "
- No. 3, First Intermediate, for pupils from 10 to 13 years of age.
- No. 4, Second " " 8 to 11 "
- Primary, for pupils from 5 to 9 years of age.

We manufacture a lower priced desk called

### "The Combination Desk and Seat."



Desk- Back seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

very good purpose. It is not as convenient nor as comfortable as the "curved folding-slat seat" but it is cheaper, and gives general satisfaction. Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

Size 1, Double, High School, seating two persons from 15 to 20 years of age.

Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age.

Size 3, Double, First Intermediate School, seating two persons from 10 to 12 years of age.

Size 4, Double, Second Intermediate School, seating two persons from 8 to 11 years of age.

Size 5, Double, Primary School, seating two persons from 5 to 9 years of age.

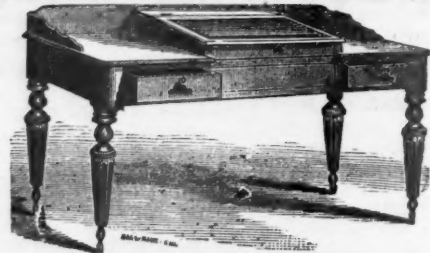
Back or starting seats to correspond with any size desk.

These desks are the plainest and cheapest in

### Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shapen at best—they cost nearly as much as these improved school desks to start with. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks to start with—these will last as long as the school house stands.

## TEACHER'S DESKS



No. 310. Walnut or Ash Price, \$.....



No. 304 With Lid to raise, or with Drawer. Made of Walnut or Ash. Price, \$.....

## AND CHAIRS,



No. 500. Wood Seat, Price \$.....

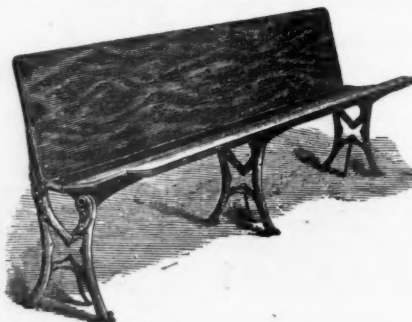
No. 501. Cane Seat, Price \$.....

Bent Rim. Oak or Imitation Walnut.



No. 506.

## and Recitation Seat.



Curved Slat Folding Seat—No. 102 Ash or Poplar Stained. Made any length required. Standard and length 8 feet.

Aside from the Desks, a good Teacher's Desk, Chair and Recitation Seat, which are necessary to the complete furnishing of a school room, a good set of Common School apparatus embracing say a set of Camp's Outline Maps and Key.....\$25 00  
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Cube Root Blocks.....1 10  
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ABOUT SHIPPING.—We ship all desks, except one with each order, in knock down: this method secures low freight rates and obviates all possibility of breakage: the one desk is put up ready for use, and with our printed directions, will enable any one to put together the desks for 25 cents each. No charge is made for packing and delivery at our city depot or wharf-boat, and all screws, ink-wells, foot-rests, &c., to entirely complete the desks, are included without extra cost.

Let us repeat that SIXTY DAYS notice should be given in order to insure the prompt delivery of the outfit your school needs. For further information, circulars of globes, outline maps, slating, and everything needed in Schools, call upon or address, with stamp for reply,

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**For Milwaukee,** Four through trains daily. Pullman Cars on night trains, parlor chair cars on day trains.

**For Sparta, Winona** and points in Minnesota. One through train daily, with Pullman sleepers to Winona.

**For Dubuque,** via Freeport. Two through trains daily, with Pullman cars on night trains.

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The Ohio and Mississippi Railway Co. will inaugurate a reduced local tariff from March 1st, 1876, which upon examination proves to be the lowest rates for passenger traffic in existence in the West, and is in accordance with the liberal ideas entertained and acted upon by its managers since they came into possession of this great highway between the West and the East. In 1871 the passenger tariff was reduced from an arbitrary rate of five cents per mile to four (equivalent to a reduction of 20 per cent), and in addition, a system of round trip tickets between all stations was introduced at three cents per mile (equivalent to a reduction of 40 per cent).

The results of this highly important and very liberal step for the benefit of its patrons disagrees with the predictions of those unfriendly to the move, as the steady increase in the number of passengers carried and earnings on the local business since has been sufficient to encourage the company to make the still further reduction referred to above, believing they will be justified in so doing by increased patronage and the hearty support of all who may have occasion to use this deservedly popular line.

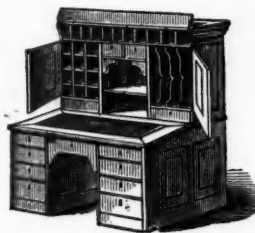
From above date the basis for single trip tickets will be three cents per mile, and for round trip tickets two and three-quarters cents per mile—good until used. Freight train orders, good for train and day only, will be sold at two and one-half cents per mile.

This is the first instance where a western road has had the courage to reduce to a figure which heretofore has been considered low and below a paying basis for railroad managers.

It is confidently expected that this reduction will help the freight business of the company by giving farmers and others inducements to travel, and dispose of their freight at the best market.

9-12

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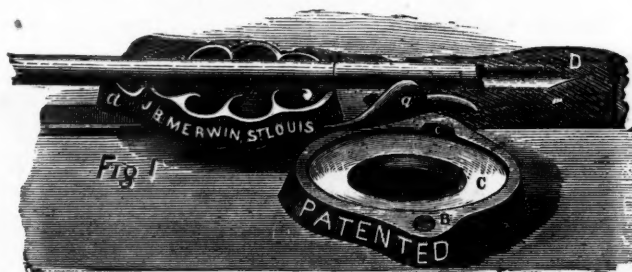
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- 4th. No Lock and Key.
- 5th. No Corrosion or Rusting.
- 6th. Not in the Way.



Showing the Ink Well in Use.

### EXPLANATION.

A, Cover; a a, Pen Rack; B, ring with shoulder, which confines the glass; C, glass; c, (Fig. 1), Slot in shoulder allowing the passage of a lip projecting from glass C; D, Pen Wiper; F, Bearing of cover in rear of pivot and head for attaching the Pen Wiper; G, Fastening for Pen Wiper.

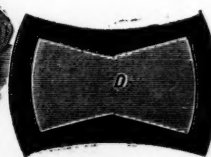
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No. 1. Large Size. Having Non-Corrosive Composition Cover, and large removable Glass. Price per dozen, including necessary screws, \$3.

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Showing the kind of Pen Wiper to use.

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